**Poster board:**

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| --- | --- | --- | --- | --- |
|  | **Not Present - 0** | **Poor - 2** | **Good - 4** | **Outstanding – 6** |
| Three components present | None of the components are present. | One of the components is present. | Two of the components are present. | Poster contains: function, importance to the cell, and implications in our lives. |
| Effort shown in the final project | Poster is sloppy, unorganized, and doesn’t look like the students put enough effort into the finished product. | One of these qualities is shown. | Two of these qualities are shown. | Poster structure was carefully thought out, is organized, and displays students work. |
| Presentation | There are no pictures, the writing is illegible, and the information shown was incorrect. | One of these qualities is shown. | Two of these qualities are shown. | The poster has pictures, is legible, and the information is correct. |
| Attention grabbing ability | Font size is not beneficial to a visitor, there is little or no color present, information is shown in an uninspiring, not thought provoking manner. | One of these qualities is shown. | Two of these qualities are shown. | Font is large enough to be seen from a distance but is not too large, is attractively colored, and displays interesting information. |

**Explanation:**

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| --- | --- | --- | --- | --- |
|  | **Not Present - 0** | **Poor - 2** | **Good - 4** | **Outstanding – 6** |
| Three components present | None of the components are present. | One of the components is present. | Two of the components are present. | Explanation contains: function, importance to the cell, and implications in our lives. |
| Preparation and practice clearly evident. | Explanation was very short or much longer than 2 minutes, speaker was not clear or confident, and significant pauses were frequent. | One of these qualities is shown. | Two of these qualities are shown. | Speaking is kept at about 2 minutes, speaker is clear and confident, and there were no pauses. |
| Presentation | Speech is uninterested, there is no creativity, and the explanation doesn’t sound like it came from a museum official. | One of these qualities is shown. | Two of these qualities are shown. | Talk is enthusiastic, presented in an interesting way, and spoken as if were actually at an exhibit. |
| Information | Information is not relevant to the component, uses complex confusing language, and is not correct. | One of these qualities is shown. | Two of these qualities are shown. | Information selected to be explained is relevant to the respective component, directed towards a naive audience, and is correct. |

**Pamphlet:**

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|  | **Not Present - 0** | **Poor - 2** | **Good - 4** | **Outstanding – 6** |
| Three components present | None of the components are present. | One of the components is present. | Two of the components are present. | Pamphlet contains: function, importance to the cell, and implications in our lives. |
| Effort and planning | Layout of the pamphlet is not logical, doesn’t correlate with the information from the poster or explanation, and is not a brief overview of the structure. | One of these qualities is shown. | Two of these qualities are shown. | Sections are placed thoughtfully, it reflects information from poster/ explanation, and should be filled with a brief overview of the structure. |
| Presentation | There is no color, no pictures, and is difficult to read. | One of these qualities is shown. | Two of these qualities are shown. | The pamphlet is colorful, has pictures, and is legible. |
| Aesthetics | Does not fit on one sheet of paper, cannot be folded easily, and is not very attractive to the reader. | One of these qualities is shown. | Two of these qualities are shown. | Fits on one piece of paper, can be folded in a logical way, and is attractive to the reader. |

**Overall:**

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| --- | --- | --- | --- | --- |
|  | **Not Present - 0** | **Poor - 2** | **Good - 4** | **Outstanding – 6** |
| Appropriateness | The information is not relevant to the audience, there are immature references, and is not easily accessible to a wide audience. | One of these qualities is shown. | Two of these qualities are shown. | The prepared exhibit contains only relevant information to the audience, is shown in a mature manner, and is accessible to a wide audience. |
| Effort and creativity | Student’s personality is not shown in the exhibit, the exhibit is not finished or lacking parts, and the exhibit doesn’t look like much work was put in. | One of these qualities is shown. | Two of these qualities are shown. | Students’ personality can be seen in the exhibit, exhibit looks complete, and the exhibit shows the work of the students. |
| Professionalism | There are multiple grammatical errors, the final product is very unorganized, and the exhibit is shown with a mundane attitude. |  |  | There are no grammatical errors, final products are organized, and the exhibit is shown with a real curator’s attitude. |
| Ability to work in group | There was no communication seen between the group members, each member of the group did not do an equal share of the work, there was no cooperation that took place. | One of these qualities is shown. | Two of these qualities are shown. | Communication between group members was present during class, the work was split up evenly, and cooperation was evident in the final product. |
| Preparedness | On Exhibition Day, the poster was incomplete, the explanation was poorly executed, and the pamphlets were not ready. | One of these qualities is shown. | Two of these qualities are shown. | All three parts of the exhibit were ready to go on Exhibition Day: poster was complete, explanation was well-versed, and the pamphlets were prepared. |